



M E M O R A N D U M

TO: State Board of Education Members

FROM: Teresa Brown, Assistant Superintendent of Outreach/School Improvement

DATE: October 6, 2014

SUBJECT: Lead Partner Recommendation for IPS

During the September State Board of Education Meeting, the Indiana Department of Education was asked to make a recommendation for Lead Partners for John Marshall Community High School (JMCHS) and Broad Ripple Magnet High School (BRMHS).

After reviewing the seven RFP proposals submitted during the 2013-14 school year for potential schools requiring state intervention, the five highest scoring were reviewed again and three were selected as finalists. The finalists engaged in dialogue with Department and CECI staff and were asked for more detailed proposals, including deliverables and a budget for \$150,000 and \$300,000. The finalists were instructed to provide a scope of work that clearly demonstrated their role as the lead partner for instruction.

The final proposals were reviewed and Department and CECI staff agree that Marzano Research Laboratory (MRL) be awarded the Lead Partner work for JMCHS and BRMHS. We would suggest the \$150,000 option be exercised. We do not believe there is adequate time to fully implement the \$300,000 option for this school year.

MRL's proposed scope of work includes three major tasks:

1. Create a JMCHS/BRMHS Model of Effective Instruction
2. Conduct an Audit of Instructional Effectiveness at JMCHS/BRMHS
3. Conduct Evaluation Activities.

According to their proposal, "Taken together, these three activities will support IPS and JMCHS/BRMHS in establishing a language of instruction unique to the schools, developing instructional profiles for teachers designed to support professional growth, and continuously monitoring and improving program implementation."

The proposals are attached to this memo. Please let me know if you have additional questions.



**Response to Request for Proposals for
Lead Partner Services for Broad Ripple Magnet High School
Focus on Effective Instruction (\$150K)**

October 3, 2014

Submitted to:

Teresa Brown
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Indiana Department of Education

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Submitted by:

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Marzano Research Laboratory (MRL) proposes to provide services to Broad Ripple Magnet High School (BRMHS) designed to support the school's teachers and leaders in developing and implementing a framework of effective instructional practices. MRL understands that the current academic focus of Indianapolis Public Schools (IPS) for the 2014–2015 school year has a three-pillared approach that addresses:

1. **mastery learning** focused on the effective use of formative assessment and data to determine individual student's progress, plan appropriate high-quality *corrective instruction* to address identified learning problems and *extension activities* to provide additional learning opportunities for students who are ready for them, and implement a gradual release of responsibility model to support the development of independent learners.
2. **balanced literacy** focused at the high school level on helping teachers know how to intervene with students who are not reading at grade level while also accelerating students who are reading at grade level.
3. the effective use of **professional learning communities (PLCs)** focused on what we expect students to learn, how we will know they are learning, and how we will respond when they do not learn and when they do learn.

These core components of academic in IPS are in line with MRL's approach to effective instruction, and, to the extent possible, MRL has taken these elements into consideration when developing our approach to supporting effective instruction in BRMHS and will continue to do so if awarded a contract to support instruction in the school.

This proposal outlines MRL's broad ideas for both content and delivery format to work with BRMHS. MRL proposes three areas of work that we describe briefly in this proposal. Upon request and clarification of starting dates and timelines, MRL will provide a more detailed specification of deliverables as well as performance indicators, data sources, and data collection and analysis methods.

Scope of Work

MRL's proposed scope of work includes three major tasks:

1. Create a BRMHS Model of Effective Instruction
2. Conduct an Audit of Instructional Effectiveness at BRMHS
3. Conduct Evaluation Activities

Taken together, these three activities will support IPS and BRMHS in establishing a language of instruction unique to the school, developing instructional profiles for teachers designed to support professional growth, and continuously monitoring and improving the program implementation.

1. Create a BRMHS Model of Effective Instruction

The purpose of this initiative is to create a framework of effective instructional practices that are specific to BRMHS and are referred to as the Broad Ripple Magnet High School *Language of*

Instruction. It is important to note that this Language of Instruction will not be used for evaluation purposes, nor will the expectation be that all teachers have to use all elements of the model in their classes. Rather, the expectation will be that all BRMHS faculty will be able to discuss teaching using the BRMHS Language of Instruction. This common way of discussing teaching could be used when administrators and teachers interact about instruction, when department heads and teachers interact about instruction, and when teachers interact with each other about instruction. **This qualification noted, there will be some aspects of the language of instruction which will be considered non-negotiable in terms of their use.** Additionally, while some of the non-negotiable strategies will be identified in coordination with administrators and teachers at BRMHS, MRL will also have the right to independently identify some non-negotiable strategies. These strategies will most likely include: unit planning and lesson planning in a specific format, use of “cumulative review” to ensure that instruction focuses on critical content and that content is systematically reviewed by students and teachers, tracking of whole class and individual student progress for critical content, and use of high yield engagement strategies.

The process for creating the BRMHS Model of Instruction will involve the following steps:

1. MRL trainers work with a small group or large group of BRMHS staff to acquaint them with *The Art and Science of Teaching* model (see Marzano, 2007).
2. Volunteer faculty members pilot strategies in their classrooms and report their experiences with specific strategies.
3. BRMHS leaders identify a small group of teachers and administrators to be the model designers.
4. BRMHS model designers work with MRL staff to identify those elements in *The Art and Science of Teaching* model they wish to retain, elements they wish to delete, and elements they wish to add.
5. MRL collects all data and creates a first draft of the BRMHS Language of Instruction.
6. MRL creates a draft manual that can be used by new staff members and existing staff members to learn the model.
7. MRL provides professional development in the model.

This task will result in the creation of a customized BRMHS model of instruction that will serve as the basis of effective instruction in the school. MRL will provide professional development to support BRMHS leaders and teachers as they learn and implement the model.

Deliverables

1. BRMHS Model of Instruction: \$25,000
2. On site and virtual professional development related to the BRMHS Model of Instruction (at least 7 days)

2. Conduct an Audit of Instructional Effectiveness of BRMHS

The purpose of this task is to provide BRMHS teachers with baseline data regarding their instructional profiles (i.e., those instructional strategies they use frequently and those they do not,

and a measure of the effectiveness of the strategies they use frequently). Each teacher's profile will be kept completely confidential (administrators and supervisors will not be shown individual teacher's profiles) and intended solely for use by teachers for the purpose of enhancing the effectiveness of their classroom practices. To establish a profile for each teacher, MRL staff will visit classrooms either in person or virtually (via digital recordings) and code the types of instructional strategies employed by teachers along with data about students' levels of engagement and learning relative to the goals for the particular lesson observed. Each teacher will receive a written report articulating their personal profiles along with recommendations for areas on which they might focus to enhance their instructional effectiveness.

The audit process follows four steps:

1. MRL conducts an anonymous survey of teachers' perceived areas of strength and improvement within the BRMHS instructional framework.
2. MRL observes teachers in their classrooms and via video-taped classroom instruction and analyzes the instruction.
3. MRL administers anonymous student surveys of perceived teacher effectiveness.
4. MRL creates individual teacher profiles highlighting strengths and areas designated for improvement.

Following the instructional audit, MRL will provide on-site and virtual professional development with individual teachers based on the profiles.

This process triangulates three data points—teacher perception, student perception, and outside observation—to create individual profiles for teachers. These profiles serve as a baseline data point for teachers and instruction in the school and provide the basis for the content and format for the professional development that MRL will provide.

Deliverables

1. Audit of Instructional Effectiveness
2. On-site and virtual professional development with individual teachers based on teacher profiles (at least 10 days)

3. Conduct Evaluation Activities

Throughout the project, the MRL evaluation team comprised of MRL research and evaluation staff will conduct a formative and summative evaluation to track program implementation and outcomes, as well as to provide information for program improvements. The evaluation team will work with the MRL professional development team, BRMHS leadership, and IPS leadership to develop the program timeline, to set program milestones and impact areas to be tracked, and to finalize the evaluation plan. The evaluation team will also consult with BRMHS leadership to establish data collection and data sharing procedures. In addition to tracking program implementation, evaluators will collect data to evaluate the quality and impact of the program components.

A confidential participant database will be established to maintain program participation records. Fields included in the system will provide data on participants' role (administrator, teacher leader, content area specialist, and district personnel), school, content areas, and grade level to be summarized in quarterly and final reports describing the implementation of the BRMHS initiative.

All members of the MRL research and evaluation team are trained to follow strict guidelines for soliciting consent, administering data collection instruments, and preserving confidentiality. MRL researchers have conducted studies and collected and reported data using protocols and methods designed to adhere to the requirements of the Family Educational Rights and Privacy Act (FERPA), state and district requirements, and additional grant and contract requirements as specified by individual project. Researchers have experience collecting and analyzing assessment data for various research and evaluation projects, such as analysis of state student achievement data collected directly from various state departments of education and participating districts. This work includes obtaining, coding, and storing data so that personally identifiable information is not directly linked to the research and evaluation data.

Deliverables

1. Quarterly Updates (via email and/or conference call)
2. Mid-year Progress Report
3. End of Year Report

Costs

Table 1 outlines the project costs by major task and deliverable.

Table 1. Costs by Task and Deliverable

Task	Deliverable	Cost
1. Create a BRMHS Model of Instruction	1. BRMHS Model of Instruction: \$25,000	\$25,000
	2. Professional Development [On site and virtual, at least 7 days]	\$24,500
2. Conduct an Instructional Audit	1. Audit of Instructional Effectiveness	\$50,000
	2. Professional Development [On site and virtual, at least 10 days]	\$35,000
3. Conduct Evaluation Activities	1. Quarterly Updates [Email and/or conference call]	\$2,000
	2. Mid-year Progress Report	\$5,000
	3. End of Year Report	\$8,000
Total Cost		\$149,500

Qualifications and Experience

Founded in 2008, Marzano Research Laboratory (MRL) is a private, for-profit education organization that specializes in research, evaluation, and professional development for educators at the local, state, and federal levels. MRL exists to turn research results into practical strategies for classroom teachers and school administrators. The organization has worked in all 50 states and several countries with clients that include federal agencies, state departments of education, districts, schools, and private firms in sites that include urban, suburban, and rural schools. MRL currently operates the Regional Educational Laboratory (REL) Central, a \$25M+ contract funded by the Institute of Education Sciences (IES) that provides research and technical assistance to Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. In addition to this large federal contract, MRL holds hundreds of contracts with state and local education agencies. MRL conducts approximately \$12M in contracts annually.

MRL employs a team of 29 full time staff, including writers, project administrators, statisticians, and researchers, and 18 associate professional developers and trainers to provide expert-level professional development, research, and evaluation services. Collectively, they represent a broad background that includes school administration, professional development, writing, research, and the teaching of pre-K through postsecondary students. Experienced senior-level staff members monitor the creation, development, and application of all research products, writing and product development, assessment services, and professional development.

MRL employs highly qualified and experienced staff. Many of our staff and associates hold doctoral degrees in specialties ranging from curriculum and instruction to educational leadership and policy studies to applied social psychology and educational psychology. In addition to master's degrees, most staff members have experience as teachers and school leaders and/or also hold additional certification in administration, assessment, or other education topics. Our researchers have experience and training in both quantitative and qualitative methodology, assessment, and statistical skills and software. In addition, they have participated in specialized training in areas such as cluster randomized trials, propensity score analysis, and interrupted time series design. In addition to our experience staff, MRL has the necessary equipment and resources to carry out services both in the field and from our laboratory offices in Centennial, Colorado.

Key Staff

Dr. Robert J. Marzano will oversee all aspects of the project. We have proposed seven additional staff members to work with BRMHS. However, if awarded a contract, MRL reserves the right to identify other staff members who may be appropriate to work on the project based upon the specific context and needs of BRMHS and the project work. This section describes each staff member's qualifications and experience. Résumés are available upon request.

Robert J. Marzano, PhD, is the cofounder and CEO of MRL. During his 40 years in the field of education, he has worked with educators as a speaker and trainer and has authored more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The Art*

and Science of Teaching (2007), *Leaders of Learning* (DuFour & Marzano, 2011), *On Excellence in Teaching* (2010b), *Effective Supervision* (Marzano, Frontier, & Livingston, 2011), *The Classroom Strategies Series*, *Using Common Core Standards to Enhance Classroom Instruction and Assessment* (Marzano, Yanoski, Hoegh, & Simms, 2013), *Vocabulary for the Common Core* (Marzano & Simms, 2013), and *Teacher Evaluation That Makes a Difference* (Marzano & Toth, 2013). His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Tina Boogren, PhD, is an MRL associate. She is a former classroom teacher, English department chair, instructional coach, digital educator, professional developer, new teacher mentor, athletic coach, and building-level leader. She is a fellow with the Denver Writing Project and has published numerous articles through the National Writing Project and International Reading Association. Boogren has presented at the school, district, state, and national levels and has been a featured speaker at the International Reading Association National Conference and at Barnes & Noble Educator Nights. As an educator, Boogren was a finalist for Colorado Teacher of the Year and received the Outstanding Teacher Award seven years in a row. In addition to numerous articles, Boogren is author of *In the First Few Years: Reflections of a Beginning Teacher* (Humphrey, 2003). She holds a bachelor's degree from the University of Iowa, a master's degree with an administrative endorsement from the University of Colorado Denver, and a doctorate from the University of Denver in educational administration and policy studies.

R. Marc Brodersen, Ph.D. will lead the program evaluation. Dr. Brodersen is a Senior Researcher at the Marzano Research Laboratory and has relevant project experience, including directing research and evaluation projects studying educational, non-profit, and health care programs. This work has involved leading a variety of short-term and multi-year formative and summative evaluation and research projects at the local, state, federal, and international levels. This has included serving as evaluation director of professional development projects such as the St. Paul Historians in the School project and evaluator of Zimbabwe's Novel Education Clinical Trainees and Researchers (NECTOR) program. Brodersen earned his bachelor of science degree from Cal Poly San Luis Obispo, a master's degree in experimental psychology from Central Washington University, and a doctorate in applied social psychology from Colorado State University.

Tammy Heflebower, EdD, is a senior scholar at MRL. She has served as a classroom teacher, building-level leader, district leader, regional professional development director, and national trainer and has experience in urban, rural, and suburban districts. Heflebower began her teaching career in Kansas City, Kansas, and later moved to Nebraska, where she received the District Distinguished Teacher Award. She has also worked as a national educational trainer for the National Resource and Training Center at Boys Town in Nebraska. Heflebower has served in numerous leadership capacities at the state and regional levels. Her articles have been featured in *Educational Leadership* and the monthly newsletter *Nebraska Council of School Administrators Today*. She holds a bachelor of arts from Hastings College in Nebraska, a master of arts from the University of Nebraska at Omaha, and a doctor of education in educational administration, as well as an educational administrative endorsement from the University of Nebraska-Lincoln.

Jan K. Hoegh, MA, is an associate vice president of MRL. During her 28 years in education, she has been a classroom teacher, building-level leader, professional development specialist, high school principal, and curriculum coordinator. Hoegh also served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development. She has served on numerous statewide and national standards and assessment committees and has presented at national conferences. A primary training focus is the transition to Common Core State Standards. An active member of several educational organizations, Hoegh was president of the Nebraska Association for Supervision and Curriculum Development (ASCD). She is a member of the National ASCD and Nebraska Council of School Administrators. Hoegh holds a bachelor of arts in elementary education and a master of arts in educational administration, both from the University of Nebraska Kearney. She also earned a specialization in assessment from the University of Nebraska Lincoln.

Sonny Magaña, EdM, is an associate vice president at MRL. He has led the development of a series of professional development workshops on using technology to support the Art and Science of Teaching instructional framework. Magaña has served in public education for almost 30 years as a biology teacher, coach, building principal, district administrator, and state technology project director. He has authored numerous research projects on integrating technology into curricula, instruction, and assessment to meet students' diverse learning needs. Magaña created and served as director of Washington's first CyberSchool, a highly successful alternative learning program that continues to meet the needs of at-risk students in the Mukilteo School District. The Milken Family Foundation presented him with the Milken National Educator Award in 1997 for his work in advancing 21st century teaching and learning in Washington State. Magaña was also awarded the Governor's Commendation for Distinguished Achievement in Education in 1998. He is co-author of *Enhancing the Art and Science of Teaching with Technology* (Magaña & Marzano, 2013). He received a bachelor's degree in biology from Stockton State College and a master's degree in education technology from City University. He is currently pursuing an education doctorate degree at Seattle University.

Diane E. Paynter, MA, is an MRL associate. As an international trainer and developer, she has worked extensively in the areas of standards, curriculum and instruction, assessment, grading, record keeping, literacy development, and leadership. Before coming to MRL, Paynter was a senior director in field services at Mid-continent Research for Education and Learning (McREL), where she led various consortia across the nation, providing direction, training, materials, and technical support to leadership teams in their efforts to apply current research to improve student learning. She was awarded a commendation from the governor of Indiana for her efforts in helping low-performing schools in that state. As former director of the McREL Early Literacy Project, she also led a group of researchers in focusing on and training in early literacy development in young children. She has assisted schools in Australia, Vienna, China, Korea, Malaysia, Thailand, Japan, Philippines, Indonesia, Singapore, Mexico, Colombia, and Canada with school-reform efforts. She is a member of the Association for Supervision and Curriculum Development (ASCD) national cadre focusing on the implementation of research from the book *What Works in Schools: Translating Research into Action* (Marzano 2003b). She has co-authored several works including *For the Love of Words: Vocabulary Instruction That Works* (Paynter, Bodrova, & Doty, 2005) and *A Handbook for Classroom Instruction That Works*

(Marzano, Norford, Paynter, Pickering, & Gaddy, 2001). She received a master of arts in teaching from Oakland City University and a bachelor of science from Brigham Young University.

Phil Warrick, EdD, is an associate vice president at MRL. He was an award-winning administrator in Waverly, Nebraska for nearly 12 years. Most recently, he served as principal of Round Rock High School in Texas, which serves approximately 3,000 students. In 2010, Warrick was invited to participate in the Texas Principals' Visioning Institute, where he worked with other principals to develop model practices for Texas schools. He is a former regional president for the Nebraska Council of School Administrators (NCSA) and also served on the NCSA legislative committee, to which he was elected chair. In 2003, he was one of the first participants to attend the Nebraska Educational Leadership Institute, conducted by The Gallup Corporation at Gallup University in Omaha. Warrick was named 2005 Nebraska State High School Principal of the Year, 2004 Nebraska Secondary School Principals Region One Principal of the Year, 1998 Nebraska Outstanding New Principal of the Year, and 1998 Nebraska Secondary School Principals Region One Assistant Principal of the Year. He has been an adjunct professor at Peru State College since 2005. He earned a bachelor of science from Chadron State College and master's and doctoral degrees from the University of Nebraska Lincoln.

References Cited

- DuFour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Marzano, R. J. (Ed.). (2010). *On excellence in teaching*. Bloomington, IN: Solution Tree Press.
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1. **mastery learning** focused on the effective use of formative assessment and data to determine individual student's progress, plan appropriate high-quality *corrective instruction* to address identified learning problems and *extension activities* to provide additional learning opportunities for students who are ready for them, and implement a gradual release of responsibility model to support the development of independent learners.
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Scope of Work

MRL's proposed scope of work includes three major tasks:

1. Create a JMCHS Model of Effective Instruction
2. Conduct an Audit of Instructional Effectiveness at JMCHS
3. Conduct Evaluation Activities

Taken together, these three activities will support IPS and JMCHS in establishing a language of instruction unique to the school, developing instructional profiles for teachers designed to support professional growth, and continuously monitoring and improving the program implementation.

1. Create a JMCHS Model of Effective Instruction

The purpose of this initiative is to create a framework of effective instructional practices that are specific to JMCHS and are referred to as the John Marshall Community High School *Language*

of Instruction. It is important to note that this Language of Instruction will not be used for evaluation purposes, nor will the expectation be that all teachers have to use all elements of the model in their classes. Rather, the expectation will be that all JMCHS faculty will be able to discuss teaching using the JMCHS Language of Instruction. This common way of discussing teaching could be used when administrators and teachers interact about instruction, when department heads and teachers interact about instruction, and when teachers interact with each other about instruction. **This qualification noted, there will be some aspects of the language of instruction which will be considered non-negotiable in terms of their use.** Additionally, while some of the non-negotiable strategies will be identified in coordination with administrators and teachers at JMCHS, MRL will also have the right to independently identify some non-negotiable strategies. These strategies will most likely include: unit planning and lesson planning in a specific format, use of “cumulative review” to ensure that instruction focuses on critical content and that content is systematically reviewed by students and teachers, tracking of whole class and individual student progress for critical content, and use of high yield engagement strategies.

The process for creating the JMCHS Model of Instruction will involve the following steps:

1. MRL trainers work with a small group or large group of JMCHS staff to acquaint them with *The Art and Science of Teaching* model (see Marzano, 2007).
2. Volunteer faculty members pilot strategies in their classrooms and report their experiences with specific strategies.
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4. JMCHS model designers work with MRL staff to identify those elements in *The Art and Science of Teaching* model they wish to retain, elements they wish to delete, and elements they wish to add.
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This task will result in the creation of a customized JMCHS model of instruction that will serve as the basis of effective instruction in the school. MRL will provide professional development to support JMCHS leaders and teachers as they learn and implement the model.

Deliverables

1. JMCHS Model of Instruction: \$25,000
2. On site and virtual professional development related to the JMCHS Model of Instruction (at least 7 days)

2. Conduct an Audit of Instructional Effectiveness of JMCHS

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and a measure of the effectiveness of the strategies they use frequently). Each teacher's profile will be kept completely confidential (administrators and supervisors will not be shown individual teacher's profiles) and intended solely for use by teachers for the purpose of enhancing the effectiveness of their classroom practices. To establish a profile for each teacher, MRL staff will visit classrooms either in person or virtually (via digital recordings) and code the types of instructional strategies employed by teachers along with data about students' levels of engagement and learning relative to the goals for the particular lesson observed. Each teacher will receive a written report articulating their personal profiles along with recommendations for areas on which they might focus to enhance their instructional effectiveness.

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Deliverables

1. Quarterly Updates (via email and/or conference call)
2. Mid-year Progress Report
3. End of Year Report

Costs

Table 1 outlines the project costs by major task and deliverable.

Table 1. Costs by Task and Deliverable

Task	Deliverable	Cost
1. Create a JMCHS Model of Instruction	1. JMCHS Model of Instruction: \$25,000	\$25,000
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Founded in 2008, Marzano Research Laboratory (MRL) is a private, for-profit education organization that specializes in research, evaluation, and professional development for educators at the local, state, and federal levels. MRL exists to turn research results into practical strategies for classroom teachers and school administrators. The organization has worked in all 50 states and several countries with clients that include federal agencies, state departments of education, districts, schools, and private firms in sites that include urban, suburban, and rural schools. MRL currently operates the Regional Educational Laboratory (REL) Central, a \$25M+ contract funded by the Institute of Education Sciences (IES) that provides research and technical assistance to Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. In addition to this large federal contract, MRL holds hundreds of contracts with state and local education agencies. MRL conducts approximately \$12M in contracts annually.

MRL employs a team of 29 full time staff, including writers, project administrators, statisticians, and researchers, and 18 associate professional developers and trainers to provide expert-level professional development, research, and evaluation services. Collectively, they represent a broad background that includes school administration, professional development, writing, research, and the teaching of pre-K through postsecondary students. Experienced senior-level staff members monitor the creation, development, and application of all research products, writing and product development, assessment services, and professional development.

MRL employs highly qualified and experienced staff. Many of our staff and associates hold doctoral degrees in specialties ranging from curriculum and instruction to educational leadership and policy studies to applied social psychology and educational psychology. In addition to master's degrees, most staff members have experience as teachers and school leaders and/or also hold additional certification in administration, assessment, or other education topics. Our researchers have experience and training in both quantitative and qualitative methodology, assessment, and statistical skills and software. In addition, they have participated in specialized training in areas such as cluster randomized trials, propensity score analysis, and interrupted time series design. In addition to our experience staff, MRL has the necessary equipment and resources to carry out services both in the field and from our laboratory offices in Centennial, Colorado.

Key Staff

Dr. Robert J. Marzano will oversee all aspects of the project. We have proposed seven additional staff members to work with JMCHS. However, if awarded a contract, MRL reserves the right to identify other staff members who may be appropriate to work on the project based upon the specific context and needs of JMCHS and the project work. This section describes each staff member's qualifications and experience. Résumés are available upon request.

Robert J. Marzano, PhD, is the cofounder and CEO of MRL. During his 40 years in the field of education, he has worked with educators as a speaker and trainer and has authored more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The Art*

and Science of Teaching (2007), *Leaders of Learning* (DuFour & Marzano, 2011), *On Excellence in Teaching* (2010b), *Effective Supervision* (Marzano, Frontier, & Livingston, 2011), *The Classroom Strategies Series*, *Using Common Core Standards to Enhance Classroom Instruction and Assessment* (Marzano, Yanoski, Hoegh, & Simms, 2013), *Vocabulary for the Common Core* (Marzano & Simms, 2013), and *Teacher Evaluation That Makes a Difference* (Marzano & Toth, 2013). His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Tina Boogren, PhD, is an MRL associate. She is a former classroom teacher, English department chair, instructional coach, digital educator, professional developer, new teacher mentor, athletic coach, and building-level leader. She is a fellow with the Denver Writing Project and has published numerous articles through the National Writing Project and International Reading Association. Boogren has presented at the school, district, state, and national levels and has been a featured speaker at the International Reading Association National Conference and at Barnes & Noble Educator Nights. As an educator, Boogren was a finalist for Colorado Teacher of the Year and received the Outstanding Teacher Award seven years in a row. In addition to numerous articles, Boogren is author of *In the First Few Years: Reflections of a Beginning Teacher* (Humphrey, 2003). She holds a bachelor's degree from the University of Iowa, a master's degree with an administrative endorsement from the University of Colorado Denver, and a doctorate from the University of Denver in educational administration and policy studies.

R. Marc Brodersen, Ph.D. will lead the program evaluation. Dr. Brodersen is a Senior Researcher at the Marzano Research Laboratory and has relevant project experience, including directing research and evaluation projects studying educational, non-profit, and health care programs. This work has involved leading a variety of short-term and multi-year formative and summative evaluation and research projects at the local, state, federal, and international levels. This has included serving as evaluation director of professional development projects such as the St. Paul Historians in the School project and evaluator of Zimbabwe's Novel Education Clinical Trainees and Researchers (NECTOR) program. Brodersen earned his bachelor of science degree from Cal Poly San Luis Obispo, a master's degree in experimental psychology from Central Washington University, and a doctorate in applied social psychology from Colorado State University.

Tammy Heflebower, EdD, is a senior scholar at MRL. She has served as a classroom teacher, building-level leader, district leader, regional professional development director, and national trainer and has experience in urban, rural, and suburban districts. Heflebower began her teaching career in Kansas City, Kansas, and later moved to Nebraska, where she received the District Distinguished Teacher Award. She has also worked as a national educational trainer for the National Resource and Training Center at Boys Town in Nebraska. Heflebower has served in numerous leadership capacities at the state and regional levels. Her articles have been featured in *Educational Leadership* and the monthly newsletter *Nebraska Council of School Administrators Today*. She holds a bachelor of arts from Hastings College in Nebraska, a master of arts from the University of Nebraska at Omaha, and a doctor of education in educational administration, as well as an educational administrative endorsement from the University of Nebraska-Lincoln.

Jan K. Hoegh, MA, is an associate vice president of MRL. During her 28 years in education, she has been a classroom teacher, building-level leader, professional development specialist, high school principal, and curriculum coordinator. Hoegh also served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development. She has served on numerous statewide and national standards and assessment committees and has presented at national conferences. A primary training focus is the transition to Common Core State Standards. An active member of several educational organizations, Hoegh was president of the Nebraska Association for Supervision and Curriculum Development (ASCD). She is a member of the National ASCD and Nebraska Council of School Administrators. Hoegh holds a bachelor of arts in elementary education and a master of arts in educational administration, both from the University of Nebraska Kearney. She also earned a specialization in assessment from the University of Nebraska Lincoln.

Sonny Magaña, EdM, is an associate vice president at MRL. He has led the development of a series of professional development workshops on using technology to support the Art and Science of Teaching instructional framework. Magaña has served in public education for almost 30 years as a biology teacher, coach, building principal, district administrator, and state technology project director. He has authored numerous research projects on integrating technology into curricula, instruction, and assessment to meet students' diverse learning needs. Magaña created and served as director of Washington's first CyberSchool, a highly successful alternative learning program that continues to meet the needs of at-risk students in the Mukilteo School District. The Milken Family Foundation presented him with the Milken National Educator Award in 1997 for his work in advancing 21st century teaching and learning in Washington State. Magaña was also awarded the Governor's Commendation for Distinguished Achievement in Education in 1998. He is co-author of *Enhancing the Art and Science of Teaching with Technology* (Magaña & Marzano, 2013). He received a bachelor's degree in biology from Stockton State College and a master's degree in education technology from City University. He is currently pursuing an education doctorate degree at Seattle University.

Diane E. Paynter, MA, is an MRL associate. As an international trainer and developer, she has worked extensively in the areas of standards, curriculum and instruction, assessment, grading, record keeping, literacy development, and leadership. Before coming to MRL, Paynter was a senior director in field services at Mid-continent Research for Education and Learning (McREL), where she led various consortia across the nation, providing direction, training, materials, and technical support to leadership teams in their efforts to apply current research to improve student learning. She was awarded a commendation from the governor of Indiana for her efforts in helping low-performing schools in that state. As former director of the McREL Early Literacy Project, she also led a group of researchers in focusing on and training in early literacy development in young children. She has assisted schools in Australia, Vienna, China, Korea, Malaysia, Thailand, Japan, Philippines, Indonesia, Singapore, Mexico, Colombia, and Canada with school-reform efforts. She is a member of the Association for Supervision and Curriculum Development (ASCD) national cadre focusing on the implementation of research from the book *What Works in Schools: Translating Research into Action* (Marzano 2003b). She has co-authored several works including *For the Love of Words: Vocabulary Instruction That Works* (Paynter, Bodrova, & Doty, 2005) and *A Handbook for Classroom Instruction That Works*

(Marzano, Norford, Paynter, Pickering, & Gaddy, 2001). She received a master of arts in teaching from Oakland City University and a bachelor of science from Brigham Young University.

Phil Warrick, EdD, is an associate vice president at MRL. He was an award-winning administrator in Waverly, Nebraska for nearly 12 years. Most recently, he served as principal of Round Rock High School in Texas, which serves approximately 3,000 students. In 2010, Warrick was invited to participate in the Texas Principals' Visioning Institute, where he worked with other principals to develop model practices for Texas schools. He is a former regional president for the Nebraska Council of School Administrators (NCSA) and also served on the NCSA legislative committee, to which he was elected chair. In 2003, he was one of the first participants to attend the Nebraska Educational Leadership Institute, conducted by The Gallup Corporation at Gallup University in Omaha. Warrick was named 2005 Nebraska State High School Principal of the Year, 2004 Nebraska Secondary School Principals Region One Principal of the Year, 1998 Nebraska Outstanding New Principal of the Year, and 1998 Nebraska Secondary School Principals Region One Assistant Principal of the Year. He has been an adjunct professor at Peru State College since 2005. He earned a bachelor of science from Chadron State College and master's and doctoral degrees from the University of Nebraska Lincoln.

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